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ABSTRACT

A study conducted to determine the effectiveness of books one and two of "Primary English for Tanzania," currently in use in all elementary schools in that country, had two primary purposes: to provide feedback to curriculum developers and publishers for effective revision of the texts, and to increase the awareness and involvement of the college tutors and teachers who will implement the program. Specifically, the study tried to discover if (1) the content is sequenced according to the ability of the learner, (2) the books have enough exercises to enable pupils to acquire the necessary language communication skills, and (3) the books are attractive to both the learners and the teachers. The study sample included 588 third and fourth grade pupils in two elementary schools, their English language teachers, their head teachers, and a tutor from a local college of education. Data from three instruments--a pupil's achievement test, a teacher's questionnaire, and structured interviews--were analyzed to determine pupil achievement and to discover the opinions of learners and teachers. Findings indicate that in general pupils and teachers were satisfied with the content of the texts. (Appendixes contain copies of measures used in the study.) (RBW)

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No. 124.

SALMA DOSI:

EVALUATION OF
PRIMARY ENGLISH BOOKS I AND II
FOR TANZANIA.

CS208592

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August 1983

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EVALUATION OF PRIMARY ENGLISH BOOKS I AND II FOR TANZANIA.

by

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B.A. (Ed.)
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University of Nairobi
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CONTENT

	Page
ACKNOWLEDGEMENTS	i
LIST OF TABLES	ii
CHAPTER ONE: INTRODUCTION	1
Statement of the Problem	1
Objectives of the Study	5
Assumptions	5
Significance of the Study	6
CHAPTER TWO: METHODOLOGY	7
Sampling	7
Instruments	8
Data Collection Procedure	9
CHAPTER THREE: DATA ANALYSIS	11
Description of Findings	11
Problems not envisaged	23
CHAPTER FOUR	24
Summary	24
Conclusions and Recommendations	25
APPENDICES	27
REFERENCES	38

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LIST OF TABLES

	Page
Table one: Semple of the school children studied	7
Table two: Sample of Std III and IV teachers selected	7
Table three: Total sample studied	8
Table four: Achievement Test Results Std III	12
Table five: Achievement Test Results Std IV	13
Table six: Cumulative Frequency Mwongozo Std III	14
Table seven: Cumulative Frequency Mlimani Std III	15
Table eight: Cummulative Frency Mwongozo Std IV	16
Table nine: Cummulative Frequency Mlimani Std IV	17
Table ten: Opinion Std III pupils Mwongozo and Mlimani	19
Table eleven: Opinion Std IV pupils Mwongozo and Mlimani	19
Table twelve: Teacher's Attitude Towards PET	21

I. INTRODUCTION

Statement of the Problem.

By the early 1970s Tanzania decided on Universal Primary Education (UPE). It was the Musoma Resolution of 1974 which stated that from 1976 all children between seven and twelve years old must be enrolled in schools. It was the same resolution which made attendance compulsory, hence there was immediate expansion of primary education. Pre-school education is for a very small proportion of Tanzanian children in the urban areas hence most of them who would be enrolled under UPE would have no pre-school experience. For them learning how to count, to read and to write would be easier in Kiswahili. Many of the languages in Tanzania including Kiswahili have a Bantu origin. They are related in sounds, structure and meaning. It was therefore decided that Kiswahili, the national language, would remain the medium of instruction in primary schools and that English would become a subject to be taught from the third year to the end of primary education. Because of the expansion of primary education and lack of classrooms the first three years of school were put on double-shift programme - one set in the morning and another set in the afternoon. Hence the time-table had to be restructured.

In 1969/70 the number of pupils enrolled in standard one was 171,435. By 1976 the enrollement for the same level was 898,439. There was a total of 2,973,487 pupils in the primary schools. 40,000 more teachers had to be trained to make it possible for the Universal Primary Education (UPE) to be implemented. Because of the urgency of the matter many teachers were recruited on voluntary basis. These included primary and secondary school leavers and retired teachers who were still in good health. The untrained teachers were put on a three year course. The first and the third year courses were by correspondence supervised by local tutors who were attached to the district education office. The second

year was residential in a teachers college. In the first and second year the student teachers were taught Maths, Kiswahili and Education. In the third year they were taught Maths, Kiswahili Education Methodology, English, Geography and Political Education. Pupils in standard I and II were to be taught by qualified teachers only so as to lay a good foundation for numeracy and literacy. It was in standard III, IV, V, VI and VII where the untrained teachers were allowed to teach and this stage corresponds exactly with the new five year English language programme. The new course books were planned and written by a team of twenty five members including administrative officers from the Ministry of National Education Headquarters, primary school inspectors, primary school Teachers, representatives from the curriculum centre, an artist, a typist and tutors of Teachers College. The work which started since September, 1981 is still going on.

Musa is the central character in the course book. In Book One he is in standard three and is nine years old. He keeps on growing with the course. He is older than his sister Neema and his brother Baraka. His parents are Mr. and Mrs. Daudi. His father is a village carpenter and his mother is a housewife. They have a farm and keep a few animals. In Book One the situations are restricted to home and school only because the community around does not use English and therefore the chances for a Std III pupil to use English with members of the community are restricted. By the time Musa reaches Std VII his experiences extend to commercial activities, health and medicine, travelling to Zanzibar by air and by sea, sports, shopping, hobbies and adventures, to mention a few.

The new course started late by one year and three months. The first book to be distributed in March, 1982 was Book One followed by the oral booklet (an introduction to Book One) followed by Book Two at the end of 1982.

The 1982 Std IV was one year behind. Except for few Schools they had neither used the ETS nor the PEP. By January, 1983 Book Three was still with the publishers and the manuscript for Books IV and V were in the Institute of Education awaiting illustrations and editing before they could be sent to the publishers.

The Ministry intended to print 1,000,000 copies of Book One to cater for all the children who were in Std III and IV at that time. But it succeded in printing 250,000 only because of shortage of paper . Districtuion of books was centrally made through Tanzania Elimu Supplies (TES) taking into consideration the number of schools in each region (20 regions altogether). The Regional Education Officer was supposed to either receive or collect the books from the supplies branch. He would then send the books to the District Education Officer (approximately four districts in a region). The Statistics and Logistics Officer (SLO) at the district level would then distribute the books to schools. In 1979 there were 76,201 primary schools in the whole country and the 1978 standard one enrollement was 898,439 students. Hence the pupil book ration is very high.

In July/August 1982 the Director of Teachers' Education in the Ministry of National Education held a three week seminar for all tutors of Colleges of teachers education for the purpose of familiarizing with the new books. The tutors were able to point out the following shortcomings in Book One:-

1. The book requires a child to read in two separate halves from the top of the page to the bottom instead of reading across from left to right.
2. Colours were not used inspite of them being mentioned especially in Unit 14.
3. Lack of space between one unit and another

4. A possibility of confusion between:-
   (a) prepositions behind, infront of and near
   (b) green for colour and green for fruit.
5. The picture of Baraka and the cat on page 31 is out of dimension.
6. The use of this instead of that and these instead of those in pages seven and nine respectively.
7. The date of publication is missing.

In October 1982 the Ministry held a one week seminar for subject specialists who are working in the regional education offices and in the zonal inspectorate to ensure that they are provided with adequate information on which to make decisions. The participants of the seminar were able to write a draft of lesson plans for Book One. The lesson plans were intended to be used for in-service seminars to primary school teachers.

During the two seminars that were held in 1982 the following were observed:-

1. Colleges of National Education had no supply of the texts at all.
2. The primary schools attached to the Colleges of National Education for purposes of teaching practise had no texts.
3. In some regions only Book One was available.
4. Some teachers were using the Oral booklet with Book One as if the former was teachers book for the latter.
5. The speed of completing the units varied according to the experiences of the teachers.

These two seminars are the only attempts so far at getting feedback on the usability of the books. Due to the urgency of the matter the new books were distributed to schools without being piloted. The researcher feels that it is not enough to receive peace - meal feedback from

curriculum implementers. It is high time the two books are evaluated to make a start for continuous monitoring of the course and hence provid. structured information which will improve the national implementation of the programme. Hence this study is geared to find out how effective are PLT Book I and II to the teaching and learning of English language in Std III and Std IV.

Objectives of the Study.

The researcher intends to evaluate the two boks to find out if:

1. The content of the instructions is adequate enough to give the desired impact. Pupils will communicate effectively if they are motivated to read, to write, to listen and to respond orally. The researcher will determine if the books have enough exercises to enable pupils to acquire the language skills of communication.
2. The learning tasks are appropriate for the students level. Both the teacher and the pupil will be able to follow the instructions at ease if the content is sequenced according to the ability of the learner. The researcher will determine if the vocabulary, the grammatical structures and the semantic situations are related to psychological level of the pupils.
3. Finally she will determine if the books are attractive to both the learners and the teacher in terms of size, arrangement and colours, because motivation is enhanced if the instructions appeal to the imagination of both.

Assumptions.

The investigation which is treated in the following chapters is based on the following assumptions:-

1. The amount of exercises affect the extent of communication skill acquired.
2. Content which is sequenced according to the learner's ability facilitates easy teaching and learning.
3. The lay-out of the book influences the appeal of the pupils and teachers to the materials.

Significance of the Study

English for Tanzanian Schools (ETS) which was existing in 1976 was supposed to be phased out beginning with 1979 as a result of the UPE programme. By the middle of 1981, which was supposed to be the beginning of the new programme the new course had not been written. So by March 1982 when the new course PET was published the Std IV pupils were behing by one year and three months Std III pupils were behind by three months. Because of this, books were distributed to schools with the hope that there would be some feedback from various personnel who are responsible for the implementation of the instructional materials. No structured evaluation has been done on these two books.

PET Books are expected to make the primary pupils more proficient in English language. Hence Books I and II should be evaluated for two specific purposes. Firstly to provide feedback to curriculum developers and the publisher for effective revision of the text, and secondly to increase awareness and involvement of tutors, inspectors and teachers who will implement the programme.

II. METHODOLODY

Sampling.

The target population for the study consisted of primary school pupils of Std III who are using PET Book One, IV, who are using PET Book Two, their English language teachers, the headteachers of primary schools and the English language tutors at the teachers colleges who are responsible to train new language teachers for primary schools. The sample comprised of two primary schools, Mwongozo Primary School in the local residential area of Kinondoni and Mlimani Primary School at the University campus as is shown in table one and table two below.

Table one

Sample of the school children studied.

	Mwongozo	Mlimani	Total
Std III	85	208	293
Std IV	74	221	295
Total	159	429	588

Table two

Sample of Std III and IV teachers selected from Mwongozo and Mlimani Primary School

	Mwongozo	Mlimani	Total
Std III	1	1	2
Std IV	1	1	2
Total	2	2	4

The sample also included the headteachers of the two schools and one English language tutor at Dar es Salaam College of National Education. The total sample consisted of 595 subjects as is indicated in table three below.

Table three

The total sample studied

Std III and IV pupils	588
Std III and IV teachers	4
Headteachers	2
Teachers' College tutor	1
Total	595

Instruments

1. The researcher constructed two tests: one for Std III and one for Std IV. The researcher took ito consideration the expected performance of pupils in relationship to the time allocated in the calen'er so far. The 14 items in Std III test were based on the following specific behaviours:-
   a) spelling by filling in the missing letters
   b) answering a written question in writing
   c) picture word recognition
   d) answering an oral question in writing
   d) direct copying from a substitution table.
   Std IV test had ten items each item carried two marks. One mark for meaning and one for grammar. The pupils were expected to

answer 10 questions from a passage of forty one words. The questions were testing pupils on their ability to:-

a) recall given information
b) direct copying by filling in blanks
c) relate an idea that is implied in the passage
d) apply grammatical rules on verbs and nouns.

Both the test papers included a statement of opinion (in Kiswahili) on PLT books. Pupils were expected to answer in the test papers and each test lasted for one hour. (see Appendix B and C)

2. Close-ended, questionnaire were given to the teacher (Appendix D). The first part of the questionnaire included questions intended to establish the rapport and provide general background information about the teachers. The second part of the questionnaire included twenty items which were based on the three objectives to be studied, ie that:
   a) proper sequence of content facilitates easy teaching and learning
   b) enough exercises enable pupils to acquire the language skills of communication and;
   c) an attractive book motivates both the teacher and the pupils to use it.
3. Structured interviews were constructed for the headteachers and the college tutor to find out if:
   a) the books are adequate, available, durable and attractive ;
   b) the attitude of both the teachers and the student teachers towards teaching English is positive

   The interview schedullos are included in Appendix E and F)

Data Collecting Procedure

It was necessary for the research to get a permit from the District Education Office to enable her to conduct a research at the two primary

schools in Kinondoni District. The pupils and teachers were then visited at their respective schools. The headteachers introduced the researcher to Std III and IV English language teachers. The researcher explained the purpose of the study to establish the rapport and to arrange for a convenient time for the administration of the achievement test. On her second visit the researcher clarified the instructions in both the pupils test and the teachers questionnaire. The test was administered individually to all Std III and Std IV pupils of Mwongozo and Mlimani Primary School. Mwongozo pupils who were sitting in two seperate rooms were supervised by two teachers only; one for Std III 85 pupils and one for Std IV 74 pupils. The 429 pupils of Mlimani Primary School who were sitting in six separate rooms were supervised by six teachers only; 3 for Std III and 3 for Std IV. The supervision programmes were arranged by the headteachers. On the same day as the pupils were taking their test the teachers filled in their questionnaires and handed them back to the researcher. It was necessary to make a third visit to the school for the following reasons:-

a) to give back the test papers to the language teachers for school record;
b) to acknowledge the cooperation given by the school and;
c) to interview the headteachers.

The headteachers' interviews and the college tutor's interview were held on separate days because of geographical reasons. While the schools are in Kinondoni District, the teachers' college is in Temeke District. The opinion obtained from the interviews was used to supplement the information derived from the teachers' responses.

III: DATA ANALYSIS.

This study was conducted in order to determine the effectiveness of PET Books One and Two on Std III and IV pupils respectively, at Mwongozo and Mlimani primary schools in Dar es Salaam in terms of the following three points:-

1. Wether the pupils and the teachers will be able to follow the instructions at ease if the content is sequenced according to the ability of the learner;
2. Wether the books have enough exercises to enable pupils to acquire the language skills of communication;
3. Wether the books are attractive to both learners and teachers in terms of size, arrangement, colours etc.

This chapter, therefore, has been devoted to the results and analyses of

1. the achievement test on pupils
2. the questionnaire and the structured interviews on the headteachers and the college tutors.

Some of the results are given in terms of tables and where necessary comments have been included.

Description of Findings.

Achievements Test: The number of Std III and Std IV pupils who did the test was 293 and 295 respectively. The highest possible score was 20 and the lowest was 0. The arithmetic mean ($\bar{x}$)for the two tests was 10/20. In Std III, 10/20 is a popular mark in both schools while in Std IV, 0/20 is the most popular mark with a total frequency of 78 pupils (Tables 4 and 5). In Std III the highest mark i.e 20/20 has been achieved by two pupils of Mlimani while in Std IV the highest mark was was achieved by one pupil of Mwongozo.

Table 4

Achievement Test Results Std III Mwongozo and Mlimani.

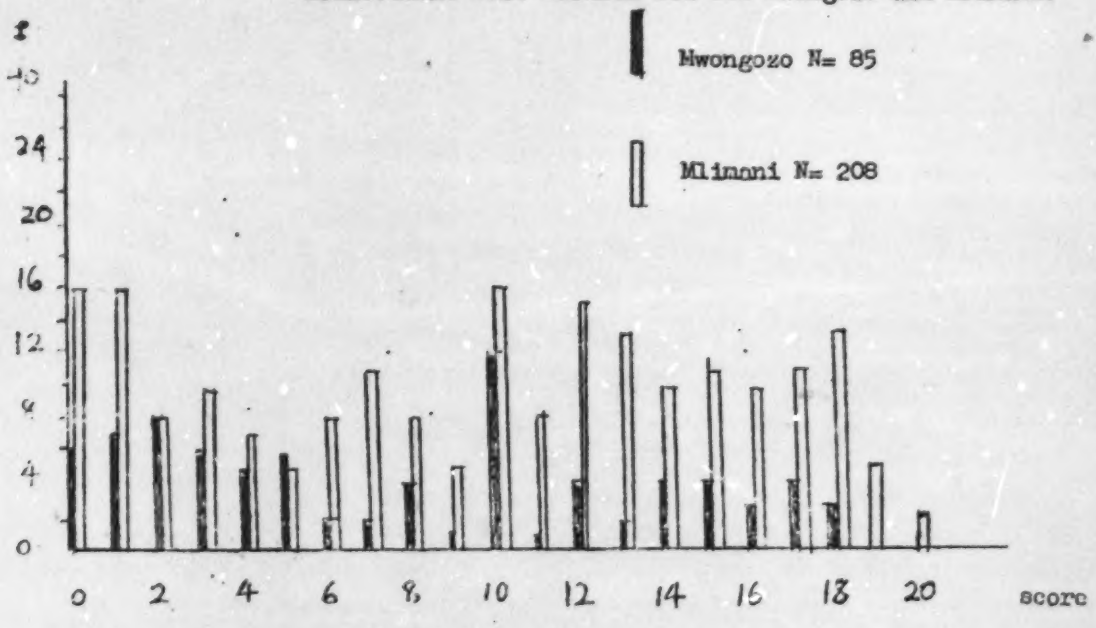


Table 5
Achievement Test Results Std IV Mwongozo and Mlinani.

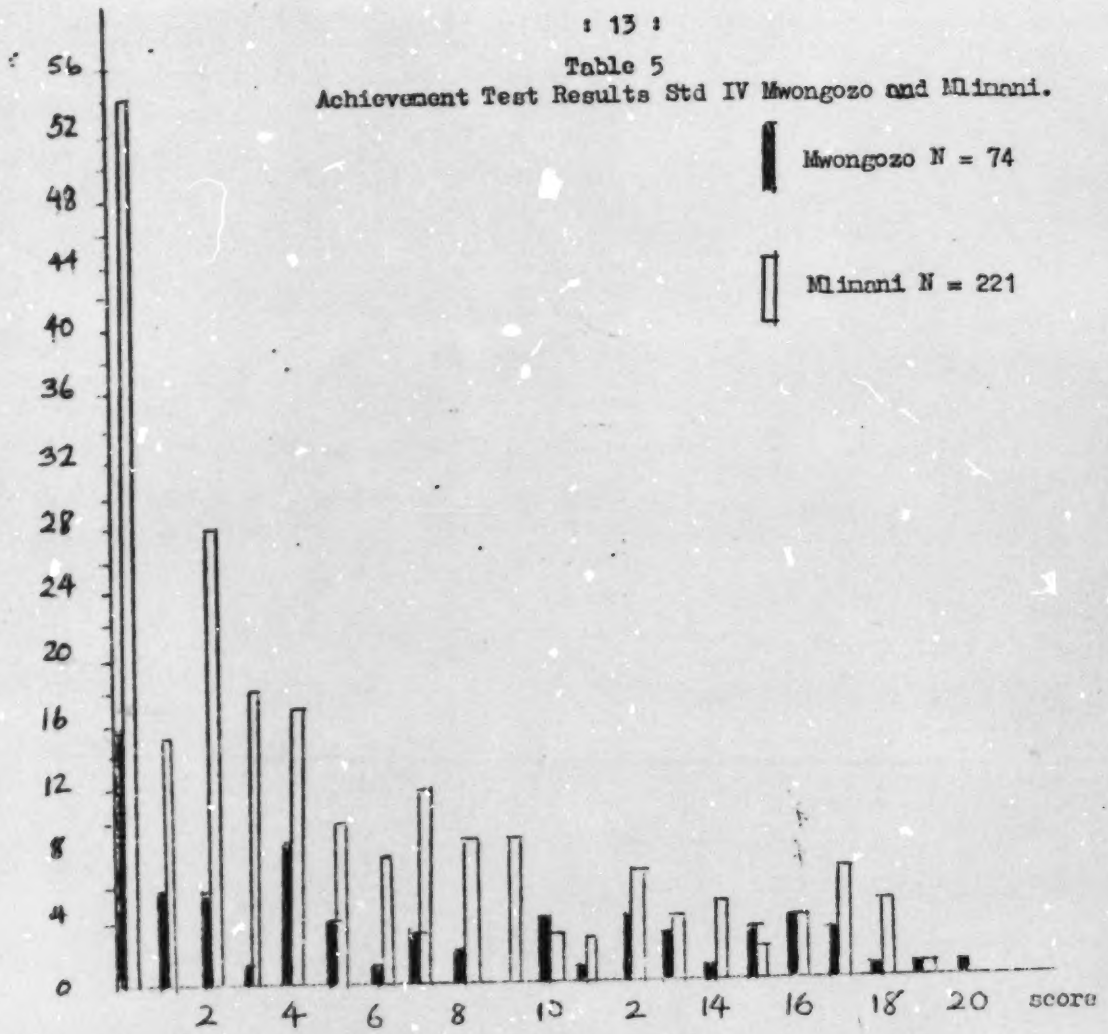


Table 6

Cumulative Frequency Mwongozo Std III

Score	f	Cumulative f	Cumulative %
20	-		
19	-		
18	3	85	100%
17	4	82	96%
16	3	78	92 %
15	4	75	90%
14	5	71	83%
13	2	66	78%
12	4	64	75%
11	1	60	71%
10	12	59	70%
9	1	47	55%
8	4	46	54%
7	2	42	49%
6	2	40	47%
5	6	38	45%
4	5	32	38%
3	6	27	32%
2	8	21	25%
1	7	13	15%
0	6	6	7%
	N = 85		

$\bar{X} = 10$

Table 7

Cumulative Frequency Mlimani Std III

Score	f	Cumulative f	Cumulative %
20	2	208	100%
19	5	206	99%
18	13	201	96%
17	11	188	90%
16	10	177	85%
15	11	167	80%
14	10	156	75%
13	13	146	70%
12	15	133	64%
11	8	118	57%
10	16	110	53%
9	5	94	45%
8	8	89	43%
7	11	81	39%
6	8	70	33%
5	5	62	30%
4	7	57	27%
3	10	50	24%
2	8	40	19%
1	16	32	15%
0	16	16	8%
	N=208		

$\bar{X} = 10$

Table 8

Achievement Test Mwongozo Std IV

Cummulative Frequency

Score	f	Cummulative	
		f	%
20	1	74	100%
19	1	73	99%
18	1	72	97%
17	3	71	96%
16	4	68	92%
15	3	64	86%
14	1	61	82%
13	3	60	81%
12	4	57	77%
11	1	53	71%
10	4	52	70%
9	-	48	64%
8	2	48	64%
7	3	46	62%
6	1	43	58%
5	4	42	57%
4	9	38	51%
3	1	29	39%
2	6	28	38%
1	6	22	29%
0	16	16	22%
	N = 74		

Table 9

Achievement Test Mlimani Std IV

Cummulative Frequency.

Score	f	Cummulative f	Cummulative %
20	-	-	-
19	1	221	100%
18	5	220	99%
17	7	215	97%
16	4	208	94%
15	2	204	92%
14	5	202	91%
13	4	197	89%
12	7	193	87%
11	3	186	84%
10	3	183	83%
9	9	180	81%
8	19	171	77%
7	12	162	73%
6	8	150	68%
5	10	142	64%
4	17	132	59%
3	18	115	52%
2	28	97	44%
1	15	69	31%
0	54	54	24%
	N = 221		

Tables 6, 7, 8 and 9 show cummulative frequencies in percentage. Not less than 45% of Std III pupils have scored more than 10/20($\bar{X}$) 50% of the same pupils have scored 8/20 or more ie 40% of the possible score. About 6% only has achieved a score of 0/20.

In Std IV however more than 22% has achieved a score of 0/20, this is more than 1/5 of the two schools put together. About 50% of the class has scored less than 3/20 ie 15% of the possible score. Only 30% of the class managed to score 8/20 or more; this is 40% of the possible score. Only 25% of the Std IV pupils have been able to score 10/20 or above.

The results of the achievement test showed that the location of the school has no significance to the actual performance. Although Mlimani is situated within the University campus it receives pupils from local residential area just as much as Mwongozo does. Some of these pupils have social and psychological problems which make them unable to read. Those who are semi-permanently absent from school contributed a lot to the low performance of the test. The performance of the pupils on the whole showed that more pupils have achieved below the $\bar{X}$ of 10/20 than above it. One of the reasons could be reactivity of the pupils on the instrument. The normal procedure of administering pupils test is by the use of blackboard. If is possible that lack of familiarity of a test paper has contributed to underachievement of some pupils.

Table 10

Opinion Std III pupils Mwongozo and Mlimani

Scores	Opinion			Total
	Positive	Negative	Unavailable	
17 - 20	37	-	1	38
13 - 16	51	-	7	58
9 - 12	51	2	9	62
5 - 8	31	2	13	46
0 - 4	20	5	64	89
Total	190	9	94	239

Table 11

Opinion Std IV pupils Mwongozo and Mlimani .

Score	Opinion			Total
	Positive	Negative	Unavailable	
17 - 20	16	3	-	19
13 - 16	22	4	-	26
9 - 12	28	2	1	31
5 - 8	37	11	1	49
0 - 4	91	46	33	170
Total	194	66	35	295

Pupils Attitude. The analyses of pupils attitudes on wether thpy found PET books easy. is indicated in tables 10 and 11. In Std III out of 190 pupils who responded positively 139 of them had scored more than 8/20. Out of the 9 pupils who responded negatively 7 of them had scored less than 9/20. 94 pupils were not able to answer possitively or negatively. 64 of whom scored 4/20 or below. As is indicated in table 10 about 65% of Std III pupils were of the opinion that they could follow PET Book One.

Table 11 shows Std IV pupils opinion. Out of 295 pupils 194 responded positively, 66 negatively and 35 were not able to indicate their opinion. The positive responses were made by pupils who scored high as well as low marks this is because of the children's tendency to please teachers. A supplementary question was asked in Kiswahili as to why the pupils had a positive or negative attitude towards PET Book (it in 16 Std III test and on the blackboard for Std IV) and the following statements were made by some to support their positive response:

1. because of pictures, songs and words
2. I understand. I do exercises. I attend tution.
3. I was taught a lot.
4. It is not difficult. It is good.
5. It has pictures. It shows how to answer. It is easy to translate.
6. I always read it.
7. Good information
8. Because I was asked the question.
9. Teacher teaches well.
10. I know English.

The negative response that have been translated from Kiswahili included the following statements:-

1. Some words are difficult
2. I cannot pronounce. I cannot get the meaning.
3. I do not know.

4. I cannot pronounce the syllables.
5. I have not read it all
6. I understand a little.
7. I was ill.

Not all the responses were supported by a statement especially those pupils who scored less than 4/20. This may be due to two reasons:-

1. the child has not been encouraged to give his opinion
2. the child has not understood the instructions.

Table 12.

Teachers' Attitude Towards PET

A Content in PET.	No	Yes	Maybe
1. There are too many new words on every page	4		
2. New words are difficult to teach	4		
3. The sentences are long	4		
4. Structures are difficult to teach	3	1	
5. New words are used again in the following pages.		4	
6. The stories become longer as the book proceeds.	1	3	
7. Vocabulary is related to the learner's environment		4	
8. Each unit teaches a specific structure	1	3	

B Exercises in PET	No	Yes	Maybe
9. Exercises on reading and writing are enough		4	
10. There are enough revision exercises on structure		4	
11. The exercises become more difficult as the book proceeds	1	3	
12. The exercises help the pupil to identify the formation of words and sentences		4	
13. The type of questions enable the pupil to think, to reason, to recognise and to decide		4	
14. The formation of sentences prepares the pupils to read the stories that follow	1	3	
C. Attractiveness in PET			
15. Book one and two are related		4	
16. The situations in the text book are related to the environment of the learner		4	
17. The arrangement of information and pictures is satisfactory.		4	
18. Pictures help the pupil to understand what he is learning.		4	
19. The size of the letters and the number of words per line is satisfactory.		4	
20. The size of the book is satisfactory		4	

Teachers' Attitude: The 20 items in table 12 shows teachers' attitude towards the usability of PET books One and Two. Our of the four teachers

who filled in the questionnaire majority of then agreed that:-

1. the content in PET is sequenced to the learner's ability
2. the learning tasks are adequate
3. PET One and Two appeal to the interest of the learners.

Availability of Pet Books. According to the Statements made by the headteachers when the books were received in 1982 there was an average of one book for three pupils for Std III and one book for two pupils in Std IV. Pupils use the books at school only. At the moment many books are already torn; and to ensure that the school will be left with some copies next year, not all the books have been issued. In one of the schools the language teachers have been issued with 7 copies only i.e one book between 10 pupils.

Problems not envisaged

Absentism. The Std IV pupils of one school have been without teachers for quite a long time. The pupils also share a blame for being absent from English lessons. According to the statements made by the subject teachers absentism contributes significantly to the low performance in the achievementtest. Since English is a subject which builds on previous instructions absentism can cause a lot of harm.

Class size. The classes were large; approximatelly 75 - 90 pupils in a normal - size classroom, Such big classes were found to be difficult to handle and to control especially during oral instruction drills. More classes with enough desks are urgently needed to improve the learning environment and hence the quality of education.

IV: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

Summary

This study was conducted to determine the effectiveness of Primary English for Tanzania (PET) Books One and Two which are being used in all the primary schools in Tanzania. The study has two significant purposes:-

1. to provide feedback to curriculum developers and publishers for effective revision of the text;
2. to increase awareness and involvement of college tutors and teachers who will implement the programme.

The three specific objectives of the study aimed at finding out:

1. If the content is sequenced according to the ability of the learner,
2. If the books have enough exercises to enable pupils to acquire the language skills of communication
3. If the books are attrative to both the learners and teachers.

The study sample consisted of Std III and IV pupils in two primary school at Kinondoni District in Dar es Salaam, their English language teachers, their headteachers and a tutor from the Dar es Salaam College of National Education.

Three research instruments for data collection were used. These included:-

1. Pupil's achievement test.
2. Teachers questionnaire.
3. Structured interviews.

Data were collected and analysed to determine the achievement of pupils and the opinion of both the learners and the teaches.

Major findings reveal that pupils and teachers were mostly satisfied with the content of the books.

Conclusion and Recommendations

The major conclusion that can be made from the findings is that most pupils and teachers have a positive attitude towards PET One and Two, and motivation high enough to use the books. However it is highly recommended that in order to make the books durable and applicable the following points should be observed:-

1. Text books a) The size of the textbook should be changed - preferably about the size of an exercise book so that it can easily go in a school bag without being folded and can be spread on a desk without hanging.
   b) Hard covers should be used to make them last for over one year. Although hard covers are expensive initially, in the long run they are cheaper than the soft paper.
   c) Colours should be used wherever they have been stated so as to make the meaning clear to the learner.
   d) Textbooks should be more available than they are at present. Pupils cannot work on their own without books nor can they do assigned exercises at home if they share books at school. There should be enough copies for all the student population.

2. Teachers
   a) Efforts should be made to increase the confidence of the teachers by providing them with seminars and short courses.
   b) It is highly recommended that a teachers handbook or a guide should accompany the PET Books.
   c) The Colleges of National Education and the attached practise schools should be in cooperated in the new programme. They should be supplied with enough text books and should be invited to short courses intended for the implementation of the programme.
3. Follow-up Studies. In order to get a better picture of factors

which affect achievement as well as be able to identify those factors which are most likely to improve the skills of communication in English the researcher suggests the following follow-up study:-

> "To find out the extent to which availability of PET books, size of class and number of English periods affects the acquisition of reading and writing skills in English."

APPENDICES

APPENDIX A

SPECIFICATION TABLE FOR STD III ENGLISH TEST

BEHAVIOUR / CONTENT	RECALL	RECOGNITION	COMPREHENSION	TOTAL
Spelling	4	4		8
Grammar	2		4	6
Vocabulary	6			6
Total	12	4	4	20

SPECIFICATION TABLE FOR STD IV ENGLISH TEST

BEHAVIOUR / CONTENT	RECALL	COMPREHENSION	EVALUATION	TOTAL
Meaning		6	4	10
Grammar	2	2		4
Vocabulary	6			6
Total	8	8	4	20

APPENDIX I

ENGLISH TEST STD III

A. Usiandike jina lako

B. Jibu maswali yafuatayo kwa kujaza nafasi zilizoachwa wazi.

1. b - - - - - board
2. cl - - - ing
3. sw - - - ing
4. aero - - - - -

5. What is Mwajuma doing

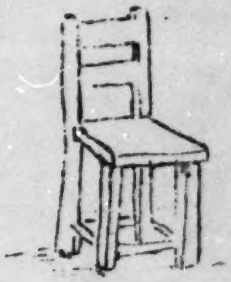
She .....

6. What is Bakari doing?

.....

7. a - - -

8. a n - - -



9. a - - - - - - -

10. a - - - - - - -

11. _____ _____ _____ _____

:30:

Daudi is cleaning the	window table blackboard door

Daudi is cleaning the window.

12. ..... the table
13. .....
14. .....

15. Je kitabu cha Kiingereza cha Book One unakielewa?
.....

16. Kwa nini ukasema hivyo? .....
.....

APPENDIX C

ENGLISH TEST STD IV

Name: ..... School .....

Mrs. Daudi and the Shopkeeper.

Mrs. Daudi went to the shop one morning. She bought one kilo of sugar, a tin of coffee, two packets of milk, one packet of salt, one packet of tea and three sweets. She paid twenty seven shillings and twenty cents.

Answer these questions:

1. Who sells things at the shop?
   .....
   .....
2. Who went to the shop one morning?
   .....
   .....
3. How much sugar did she buy?
   .....
   .....
4. She bought ..... Coffee .....
   milk and ..... salt.
5. Did she buy two packets of tea?
   .....
   .....
6. How much tea did she buy?
   .....
   .....

7. She bought ..... for her children

8. Did she buy many things?

.....

.....

9. Did she buy a few things?

.....

.....

10. She paid ..... shillings and .....

..... cents.

APPENDIX D

MWALIMU WA SOMO LA KIINGEREZA

Jina la shule ..... Darasa .....

Idadi ya wanafunzi .....

Mwalimu wa somo ☐ Mwanamke ☐ Mwanaume

Uzoefu wa kufundisha somo hili ni miaka mingapi?

Miezi 6 - 18	Miaka 2 - 4	Miaka 5 - 7	Miaka 8 au zaidi

Andika jina la chuo ulichojifunza ualimu

.....

Mafunzo hayo yalikuwa ya muda gani?

Miaka 3	Miaka 2	Miaka 1

Je ulipata mafunzo maalumu ya kufundisha Kiingereza?

☐ Ndiyo ☐ Hapana

Je ulipata kuhudhuria semina juu ya kufundisha Primary English for Tanzania (PET) Book One?

☐ Ndiyo ☐ Hapana

Semina hiyo ilikuwa ya muda gani?

Wiki 1	2 - 3	Zaidi ya wiki 3

Ni shule zipi ulizosoma kabla ya kusoma mafunzo ya ualimu?

Msingi	.....
Sekondari	.....

YALIYOMO KATIKA PET.

	Hapana	Ndiyo	Labda
Tumia alama ya vyema ✓ ili kuonyesha chaguo lako.			
1. Maneno mapya ni mengi katika kila ukurasa.			
2. Maneno mapya ni magumu kuyafundisha.			
3. Sentensi ni ndefu.			
4. Miundo ya sentensi ni migumu kufundisha			
5. Maneno mapya hurudiwa tena kutumika kadiri ya kitabu kinavyoendelea.			
6. Urefu wa hadithi unamwelekeo wa kuongezeka kadiri ya kitabu kinavyoendelea.			

	Hapana	Ndiyo	Labda
7. Msamiati unaotumika unahusu maisha ya kawaida ya mwanafunzi			
8. Kila unit inafundisha muundo maalumu.			
MAZOEZI YA PET			
9. Mazoezi ya kuandika na kusoma yanatosha.			
10. Yapo mazoezi ya kutosha ya marudio ya miundo.			
11. Mazoezi yanakuwa magumu kadiri kitabu kinavyoendelea.			
12. Mazoezi yanamsaidia mwanafunzi kutambua muundo wa maneno na sentensi			
13. Maswali yanayoulizwa yanamsaidia mwanafunzi kufikiri, kudadisi, kutambua, kutoa uamuzi.			
14. Muundo wa sentensi unamtayarisha mwanafunzi kuweza kusoma hadithi zinazofuatia.			
MVUTO WA PET			
15. Kuna uhusiano wa kitabu cha kwanza na cha pili.			
16. Kuna uhusiano kati ya maisha ya msomaji na yale ya wahusika wa kitabuni.			
17. Mpangilio wa maelezo na picha unaridhisha.			
18. Picha zinamsaidia mwanafunzi kuelewa anachojifunza.			
19. Ukubwa wa maandishi na idadi ya maneno katika mstari mmoja inaridhisha.			
20. Kina ukubwa wa kuridhisha.			

APPENDIX E

INTERVIEW SCHEDULE FOR THE HEADTEACHER.

1. Name of the School .....
   .....
2. Qualification of the English language teachers (.. ..
   Grade C .....
   Grade A .....
   Diploma .....
   Untrained _____
   TOTAL _____
3. Number of the English Periods per week

Std III	Std IV

4. Number of periods per week per teacher

Std III	Std IV
.... 40	
41...45	
46...50	

5. Which book is used in Std. III/IV?
6. Are the books enough?
7. Are the books durable?
8. Are the books attractive?
9. Do the teachers teach English willingly?
10. Which books do you prefer for Std III/IV PET or ETS?

APPENDIX F

INTERVIEW SCHEDULE FOR THE TEACHERS COLLEGE TUTOR

1. Name of the College

2. ☐ Male ☐ Female

3. Experience in teaching English ..... years

4. Latest seminar attended .....
.....

5. Number of students specializing in teaching English in Primary schools .....

6. Does the college have PET Books?
.....
Why not?
.....
Which course book do the students follow?

7. Do students manage well to follow PET/ETS Books during microteaching periods?
.....

8. What problems do they face with ETS/PET books regarding
   a. content (vocabulary and structure)
   b. exercise (including variety, length and amount).
   c. lay out (illustrations, colours, size of letters)
.....
.....

9. What difference is there in teaching your students to use PET compared with ETS (in Std III and IV)?
.....
.....

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